

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

BULVERDE CREEK ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
x					Overview of B.C. Instructional Program	x					Small group instruction based on individual student needs, teacher student conferences to chart progress and set goals.	TAKS, daily assignments, etc.	August, 2005-May, 2006	B.C. admin team, teachers, including special ed. Teachers, IIT, PE, and Music teachers	All available B.C. curriculum resources
x					Setting Objectives and Providing Feedback:	x					1. B.C. data team will meet on a regular basis to evaluate multiple data sources and set campus objectives for student learning and goal setting based on assessment data. 2. On-going assessment training campus/district	1. Use multiple sources of data to set objectives 2. B.C. TEKS/TAKS action plan will be completed after state/district assessments 3. Student goal setting system will be developed	August, 2005-May, 2006	B.C. admin. team, teachers, students, NEISD School Improvement Dept. personnel	1. Classroom Instruction That Works 2. TRIAND 3. District Assessment Training
x					Common Assessments	x					B.C. will pair with partner school to develop and administer Common Assessments	Common Assessments will adhere to the district checklist or rubric for Common Assessments. Teachers will analyze results, set learning objectives for students who were unsuccessful. Students will be involved in goal setting.	October, 2005; December, 2005; March, 2006; May, 2006	B.C. admin. team, teachers, students, NEISD School Improvement Dept. personnel	1. District booklet - Collaboration for Leadership and Learning 2. District checklist and assessment rubric 3. TRIAND data
x					Benchmark Assessments	x					Core Subject Area Teachers will use benchmark tests based on the district scope and sequences to set instructional objectives and provide feedback for instructional improvement.	1. Data from benchmarks will be distributed to teachers one week after administration. 2. 100% of teachers will use benchmark data to set learning objectives to provide student focused support. 3. Students will be involved in analyzing data and setting individual goals.	August, 2005-May, 2006	B.C. admin team, teachers, students	1. DuFour's book, On Common Ground provided by district 2. District School Improvement Website 3. TRIAND data

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1	2	3	4	5		E	M	H	D			Impact on student and/or teacher learning measured quarterly	TIMELINE		
x					Integration of subject matter	x					B.C. teachers will integrate curriculum to deepen academic understanding and make meaningful connections.	Embedded text	August, 2005-May, 2006	B.C. teachers	
x					Reading	x				1A	Align and implement Reading TEKS and district scope and sequence using Building Blocks, Four Blocks, Big Blocks, & other Best practices such as classifying and comparing strategies, graphic organizers, Say Something, Think Pair-Share, 5 Step Vocabulary Development Process.	1. Common Assessment results 2. Benchmark results 3. 100% of B.C. students will pass Reading TAKS or SDAA II	August, 2005 - May, 2006 Weekly team planning Wednesday Rotation Schedule professional development vertical team collaboration See district timeline of assessments TAKS testing schedule	B.C. admin team, teachers and district literacy specialist Gena Jennings	1. B.C. budgeted reading funds and curriculum materials 2. Marzano books provided by district
x					Reading	x				1B	Administer assessments as required by district/state Johns BRI, TPRI, RAP, Common Assessments, TAKS Benchmarks, TAKS, SDAA II	1. Student daily work 2. Results from all formal/informal assessments 3. Student/teacher conferences and goal setting	1. See district timeline of assessments 2. TAKS testing schedule	B.C. admin. team, teachers, students, district literacy specialist, School Improvement Dept. personnel	1. District/State provided assessments 2. Teacher developed Common Assessments 3. RAP budget

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x					Reading	x				1C	Based on daily performance and on-going assessment, provide individualized and small group instruction for all students identified at risk. Ex. RAP, TAKS tutoring, co-funded CMC	100% of identified students will demonstrate academic growth in reading.	August, 2005 - May, 2006	B.C. admin. team, teachers, district literacy specialist, Qena Jennings.	1. Campus budget for TAKS materials 2. Campus RAP Budget
x					Reading	x				1D	Utilize TRIAND data to analyze student performance and progress to guide data-driven instruction	All B.C. teachers will access TRIAND to analyze student performance data.	August, 2005 - May, 2006	B.C. admin team, teachers, district literacy specialist Qena Jennings	NEISD Intranet - TRIAND
x					Writing	x				2A	Align and implement Writing TEKS and district scope and sequence using Building Blocks, Four Blocks, Big Blocks, 6 Trait Writing, Writers Workshop. Other Best Practices such as classifying, comparing, graphic organizers, Say Something, Think Pair-Share and 5 Step Vocabulary Development Process.	1. All B.C. students will improve writing skills as evidenced on daily assignments, periodic writing samples (portfolio) and district assessments 2. 100% of eligible 4th grade students will pass TAKS writing	August, 2005 - May, 2006 District writing assessment timeline Weekly grade level planning Feb., 2006 TAKS writing test Wednesday Rotation staff development vertical team collaboration	B.C. admin. team, teachers, district literacy specialist, Qena Jennings	
x					Writing	x				2B	Administer writing assessments as required by district	B.C. students K-5 will be administered periodic assessments to determine progress in writing	See district assessment schedule	B.C. admin. team, teachers, district literacy specialist, Qena Jennings	

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x					Writing	x				2C	Based on daily performance and on-going assessment, provide individualized and small group instruction for all students identified at-risk; i.e.. TAKS tutoring, co-funded CMC.	1. Writing portfolios 2. Common Assessment 3. Writing Benchmark	August, 2005 - May, 2006	B.C. admin. team, teachers, district literacy specialist, Qena Jennings	
x					Writing	x				2D	Utilize TRIAND data to analyze student performance and progress to guide data-driven instruction	All B.C. teachers will access TRIAND to analyze student performance data	August, 2005 - May, 2006	B.C. admin. team, teachers, district, literacy specialist, Qena Jennings	
x					Mathematics	x				3A	Align and implement Math TEKS and district scope and sequence using math Investigations, Exemplars, other Best Practices such as; Inquiry, Say Something, Think-Pair Share, and Vocabulary Process which support standards-based mathematics curriculum.	Improved student understanding as evidenced on daily assignments and periodic assessments.	August, 2005 - May 2006 Weekly Grade Level Planning Staff Development Vertical Team collaboration	B.C. admin. team, teachers, cluster specialist Julie Crenshaw	B.C. Math budget District/Campus professional development
x					Mathematics	x				3B	Administer TAKS Benchmark Assessments grades 2-5 and Common Assessments K-5	B.C. students will show steady improvement on assessments and will help set appropriate goals 100% of B.C. students will master Math TAKS	August, 2005 - May, 2006 See District/State timelines	B.C. admin team, teachers, cluster specialist, Julie Crenshaw	Benchmarks provided by district Campus developed Common Assessments

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x					Mathematics	x				3C	Based on all available data, identify students at-risk. Provide individualized instruction i.e. MAP, TAKS tutoring, co-funded CMC	Class rolls	August, 2005 - May, 2006	B.C. admin team, teachers, cluster specialist, Julie Crenshaw	TRIAND All math assessment data MAP budget
x					Science	x				4A	Align and implement Science TEKS and district scope and sequence using the 5 E's Lesson Cycle, questioning to target higher order thinking and questioning that targets the unifying concepts in science. Best practices such as classifying, comparing, graphic organizers, Say Something, Think Pair-Share, 5 Step Vocabulary Development Process	1. Daily work and periodic assessments will indicate understanding and academic progress 2. 100% eligible B.C. fifth grade students will pass science TAKS or demonstrate growth on alternative assessment 3. Lesson plans	Weekly grade level planning Wednesday Rotation Staff Development Vertical Team collaboration	B.C. admin team, teachers, and cluster specialist Dee Dee Luther	B.C. Science budget Campus/district professional development District benchmarks Campus Common Assessments
	x				Science	x				4B	Provide B.C. students with a safe environment in which to learn science. Implement the Texas Science Safety Standards.	1. All B.C. students will have access to a comprehensive science curriculum and access to the B.C. science lab 2. Lesson Plans	August, 2005 - May, 2006	B.C.. admin team, teachers, and cluster specialist Dee Dee Luther	TEA website safety standards

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					Social Studies	x				5A	Align and implement Social Studies TEKS and district scope and sequence using Core Knowledge, Social Studies Alive and other Best Practices such as classifying, comparing, graphic organizers, Say Something, Think Pair-Share, 5 Step Vocabulary Development Process, Questioning strategies for higher understanding.	1. Daily work and periodic assessments will indicate understanding and academic progress 2. Lesson plans	August, 2005 - May, 2006 Weekly grade level planning Wed Rotation Staff Development Vertical Team collaboration	B.C. admin team, teachers, district Social Studies Department personnel	B.C. Social Studies budget Core Knowledge materials and resources Social Studies Alive materials and resources
x					GT	x				6A	B.C. students identified as GT will attend Roan Forest for GT instruction	August, 2005 - May, 2006	August, 2005 - May, 2006	Roan Forest GT teacher	District program and transportation
x					GT	x				6B	Utilize GT strategies to promote and enrich higher order thinking skills and provide enrichment activities to challenge students in the general education classroom	1. Lesson plans 2. Questioning strategies that promote higher order thinking skills 3. Individualized student projects	August, 2005 - May, 2006	B.C. admin team, teachers, district GT coordinator, Kay Stots	District and campus professional development
x					Library	x				7A	Use Big Six Research Strategy Grades 2-5	B.C. Librarian will guide research projects in Language Arts, Science, and Social Studies	August, 2005 - May, 2006	Debbie Valdez, B.C. Librarian, and teachers	Copy of teacher lesson plans to drive research projects

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x					Library	x				7B	Maintain focus on TEKS and curriculum integration	100% of library lessons will reflect integration of TEKS	August, 2005 - May, 2006	Debbie Valdez, B.C. Librarian	Teacher lesson plans to drive integrated lessons
x					Library	x				7C	Provide instruction in the use of electronic databases and online library catalog	100% of B.C. students grades 2-5 and all B.C. teachers will learn how to access electronic databases to locate information	August, 2005 - May, 2006	Debbie Valdez, B.C. Librarian	Technology resources
x					Library	x				7D	Implement read aloud time in library to include multiple genres and discussion of literature	Schedule of classroom visitations	August, 2005 - May, 2006	Debbie Valdez, B.C. Librarian	
x					Library	x				7E	Establish Reading Incentive Program	Student Reading Logs	August, 2005 - May, 2006	Debbie Valdez, B.C. Librarian	
x					Bilingual/ESL	x				8A	Establish one classroom per grade level K-5 for ESL students to be taught with specific ESL strategies in a general education classroom	1. All grade levels K-5 will have a certified ESL teacher to instruct ESL students 2. ESL students will exhibit academic progress in a general education classroom	August, 2005 - May, 2006	ESL trained teachers K-5 ESL District Interventionist Curriculum Department and staff	District ESL training ESL materials
x					Enrichment PE/Music	x				9A	The TEKS and district standards for art, PE, and music will be implemented in a way that strengthens connections across the curriculum by utilizing math, social studies, reading, ... activities that support and extend classroom learning	Lesson plans Students demonstrate understanding and mastery of Art, Music, Math TEKS and district standards Students demonstrate understanding of curriculum connections	August, 2005 - May, 2006	B.C. admin team, teachers, cluster coordinators and Gloria Hill, District Art Coordinator	B.C. Music, Art, PE budget Copy of general education lesson plans for enrichment teachers

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x					Enrichment Fine Arts	x				9B	Through Fine Arts activities such as B.C. Fiesta of Fine Arts, visiting artists, core Knowledge art...students will gain exposure and appreciation of the arts and an understanding of how the arts support and compliment other curriculum areas	All B.C. students are provided opportunities to participate in special programs which promote the arts.	August, 2005 - May, 2006	B.C. admin team, teachers, and Fine Arts Committee	Community artisans Cluster M.S. and H.S. Fine Arts personnel to participate in Fiesta of Fine Arts Student assembly fee
x					Professional Development Reading and Writing	x				10A	B.C. teachers will engage in professional development (campus/district) to deepen their understanding of 4 Blocks, 6 Traits Writing and other Best Practices such as classifying and comparing, graphic organizers, vocabulary development, etc.	1. Lesson plans will reflect Best Practices strategies 2. Questioning will reflect higher order thinking skills 3. Student work and classroom discussions will reflect deeper understanding and solid connections across the curriculum areas. 4. Atrain records to reflect teacher participation in professional development activities 5. Peer Coaching will support professional learning and collaboration (all subject areas)	August, 2005 - May, 2006 B.C. Wednesday Rotation Staff Development	B.C. admin team, teachers, IIT, Virginia Smith, District Literacy Specialist, Qena Jennings, District School Improvement personnel B.C. Reading Committee B.C. Writing Committee	1. Campus and District professional development 2. Kilgo materials and resources 3. District provided materials such as Marzano Book, Classroom Instruction That Works and Student Successes With Thinking Maps by Hyerle, What To Look For In the Reading/Writing Classroom 4. B.C. Reading/Writing

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x					Professional Development (Differentiated teaching materials)					10B	B.C. teachers will participate in professional development activities to deepen understanding of differentiated instruction to meet the needs of all learners.	1. Lesson plans and classroom instruction will reflect the use of multiple strategies and diverse instructional materials and instructional methods that address all learning styles 2. Atrain record of teachers participation in professional development 3. Lesson plans and classroom instruction will reflect use of Best Practice and a standards based math program 4. Atrain record of teacher participation in professional development	August, 2005 - May, 2006 B.C. Wednesday Rotation Schedule Staff Development	B.C. admin team, teachers, Sp. Ed. Team, and district special ed. program coordinators	1. Professional development campus/district 2. B.C. Reading/Writing Budget
					Professional Development (Math)					10C	B.C. teachers will participate in professional development activities that deepen their understanding of Math Investigations, Math Exemplars and other Best Practices such as inquiry, class discourse, Say Something, Think-Pair Share, and use of appropriate tools	1. Lesson plans and classroom instruction will reflect use of Best Practice and a standards based math program 2. Atrain record of teacher participation in professional development	August, 2005 - May, 2006 B.C. Wed. Rotation Schedule staff development	B.C. admin team, teachers, Math Committee	1. Professional development campus/district

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x					Professional Development (Science)	x				10D	B.C. teachers will engage in professional development activities to deepen their understanding of the 5 E's Lesson Cycle, questioning to target higher order thinking skills, questioning that targets the unifying concepts in science, other Best Practice such as classifying, comparing, graphic organizers, Say Something, Think-Pair Share, 5 Step Vocabulary Development Process, and Science safety standards	1. Lesson plans and classroom instruction will reflect the use of Best Practice in a standards based science program 2. Atrain record of teacher participation in professional development	August, 2005 - May, 2006 B.C. Wed. Rotation Schedule staff development	B.C. admin team, teachers Science Committee, cluster specialist DeeDee Luther, District Campus Improvement personnel	1. Professional development campus/district 2. B.C. Science budget
x					Professional Development (Technology)	x				10E	B.C. teachers will engage in professional development activities that strengthen their understanding and use of technology as a means of communication, improving instruction, and technology to improve data gathering for instructional planning.	1. Lesson plans and classroom instruction will reflect the use of Best Practice and technology integration 2. TRIAND data used to effectively plan for instruction (student individualization) 3. Samples of technology generated communication	August, 2005 - May, 2006 Wed. Rotation Schedule Staff Development	B.C. admin team, teachers, Technology Committee, District Technology specialist, Jennifer Heine	1. Campus/District Professional Development 2. Teacher Web software 3. Keyboarding 4. Instructional software 5. TRIAND 6. Big 6 Research 7. Technology integration, etc. 8. B.C. technology budget

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x					Professional Development (Safe Drug Free)	x				10F	B.C. teachers will participate in professional development activities regarding Safe and Drug Free Schools and Peer Mediation	1. Lesson Plans and instruction will reflect the use of Safe and Drug Free Schools resources	August, 2005 - May, 2006 Wed. Rotation Schedule Staff Development	B.C. admin team, teachers, Pat Sanford	District Professional Development
x					Special Education	x				11A	Provide instruction in the least restrictive environment. Enhance access to general curriculum for students with disabilities through collaborative support in all curriculum areas. This will be accomplished through on-going training and support at the campus and district level for general education and special education teachers	1. Increase in number of special education students being serviced in the general education environment 2. Reduction in number of referrals for Special Education testing 3. General education teachers will be more confident and prepared to meet the needs of students with disabilities	August, 2005 - May, 2006 All special education teachers will participate in weekly grade level planning with general education teachers	B.C. admin team, teachers, Sp. Ed. District specialists	Campus/District professional development
x					Special Education	x				11B	B.C. will provide a continuum of interventions/programs for students with disabilities. I.e. resource classrooms, CMC, ALE, PPCD, Co-funded CMC	Student's IEP progress, class rosters	August 2005, May, 2006	admin team, special ed. Teachers	
x					Dyslexia	x				12A	Implementation of campus dyslexia program	100% of identified dyslexic students will be provided dyslexia services		Beverly Kinsey, B.C. admin team, B.C. Instructional Interventionist, Virginia Smith, STAT teams A&B	District provided resources and training

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x					Technology	x				13A	B.C. technology committee will meet minimum of once a month to identify campus needs, set objectives, and plan campus specific staff development	1. B.C. campus technology plan 2. Schedule of B.C. technology activities	August, 2005 - May, 2006	B.C. admin team, teachers, B.C. Technology Committee, District Technology Specialist, Jennifer Heine	B.C. technology budget
x					Technology	x				13B	Utilize Grade Speed and district report card template to manage grades, teacher web software to improve communication	1. All B.C. teachers will use Grade Speed and district report card/checklist template 2. All B.C. teachers will post essential information as outlined in the Teacher Web template	August, 2005 - May, 2006		NEISD web resources
x					Technology	x				13C	Utilize all available technology to implement TEKS and district technology standards and the integration of technology standards into the content areas			B.C. admin team, teachers, B.C. Technology Committee District Technology Specialist Jennifer Heine	B.C. technology resources

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x					Safe and Drug Free	x				14A	Implement drug awareness program, Red Ribbon Week, and Second Step programs. Programs will address: Prevention and use of tobacco, alcohol, and drugs Prevention of violence and bullying to improve school safety Increase parental involvement in the prevention of drug abuse and violence Increase individual responsibility and acceptance of diversity	1. Red Ribbon Week activities 2. Second Step lesson plans 3. Parent education classes provided by B.C. counselors (sign in rosters) 4. Small group guidance (student rosters)	August, 2005 - May, 2006 October Red Ribbon Week	B.C. admin team, teachers, and counselors Lisa McGinnis and Melanie Rathbun	B.C. Guidance budget PTA budget to support Red Ribbon Week and other related activities
x					Safe and Drug Free	x				14B	B.C. embraces the philosophy and ideals of The Basic School. These beliefs and practices add meaning and understanding to the need for a safe and drug free school environment	1. Multiple Activities will support the 4 C's - community, commitment to character, curriculum with coherence, climate for learning	August, 2005 - May, 2006	B.C. admin team, teachers, counselors	B.C. guidance and curriculum budget

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**NORTH EAST SCHOOL DISTRICT
DISTRICT INSTRUCTIONAL IMPROVEMENT PLAN
2005-2006**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS and/or SDAA II. Each campus will receive an Exemplary or Recognized accountability rating and meet AYP. Each cluster will have a minimum of ten National Merit Semifinalists.

BULVERDE CREEK ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
x					Guidance	x				15A	Implementation of a comprehensive developmental guidance program. The plan will reflect appropriate counselor time spent in the four guidance components: responsive services, individual planning, guidance curriculum, and system support.	1. B.C. campus guidance plan 2. Guidance lesson plans and scheduled classroom visits 3. Small group guidance (group rosters) 4. Reagan PALS 5. Morning announcements (core virtues) 7. School-wide assemblies	August, 2005 - May, 2006	B.C. admin team, counselors Melanie Rathbun and Lisa McGinnis	B.C. Guidance budget
x					Guidance	x				15B	Implement character ed. Program using the Basic School model - commitment to character	Morning announcements (core virtues) Vertical team activities School-wide assemblies	August, 2005 - May, 2006	B.C. admin team, counselors and teachers	Basic School books B.C. assembly fee
					Guidance					15C	B.C.. counselors will meet with students and parents prior to the end of 5th grade to discuss taking a rigorous curriculum and the Gear Up program.	Spring semester meeting schedule Spring Gear-Up cluster meeting	Spring Semester of 2005-2006	B.C. admin team, counselors, Lisa McGinnis & Melanie Rathbun	B.C. Guidance Budget

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1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
x					Health Services	x				16A	Implement the student Health Services Program following district guidelines/policies Provide health care services and resources to improve student health and attendance Provide age appropriate health training for students and parent information regarding student health services	1. Health and immunization records 2. Nurse referrals 3. Vision/Hearing screening records 4. 4th/5th maturation instruction 5. Dental screenings 6. Referrals to community resources 7. Other health screenings as directed by district/state 8. Classroom health instruction provided by nurse. i.e. Handwashing	August, 2005 - May, 2006	B.C. admin team, school nurse, Trisha Turner	B.C. budgeted funds and district resources
x					Discipline Management	x				17A	Implement Bulverde Creek Behavior Management Plan	1. All B.C. students will receive a copy of the district/campus behavior management plan 2. Use the Texan Telegraph as a means to communicate on a daily basis regarding behavioral concerns and positive comments.	August, 2005 - May, 2006	B.C. admin team, teachers	B.C. Behavior Management Plan B.C. Communication folder The Pony Express
x					Attendance (Student and Faculty)	X				19A	Stress the importance of regular attendance in improving and maintaining academic progress	1. Attendance records 2. Recognize perfect attendance each 9 weeks and fort he entire year 3. Conference with students and parents regarding attendance/tardy issues 4. Recognize NEISD attendance through district incentive plan	August, 2005 - May, 2006	B.C. admin team, faculty, staff, students, parents	B.C. budgeted funds for incentives District incentive plan

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BULVERDE CREEK ELEMENTARY

Board Goals					TARGET	LEVEL				CODE	ACTION STRATEGY	FORMATIVE MEASURE	ASSESSMENT	RESPONSIBLE	COST/
1	2	3	4	5	AREA	E	M	H	D	#		Impact on student and/or teacher learning measured quarterly	TIMELINE	PERSON(S)	RESOURCES
x					Parent and Community Involvement	x				18A	Following the philosophy and principles of Basic School, invite parents and community members to be involved in school activities such as: Math, Reading, Science nights, Reading Restaurant, volunteer and mentor programs, etc.	1. Activity attendance rosters 2. Mentor and volunteer lists 3. Log of parent conferences 4. Parent appreciation reception	August 2005, May, 2006	B.C. admin team, teachers	B.C. budgeted funds
x					Parent and Community Involvement	x				18B	Provide parent/community training and information	1. Parent Library 2. Various meetings i.e. parent orientation			